DOCUMENT RESUME

ED 214 433 HE 014 846

AUTHOR Casey, Tommye W.; Stolte, Joanne B.
TITLE The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography.
INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE Aug 81
NOTE 50p.
AVAILABLE FROM Research for Better Schools, Inc., Publications Office, 444 N. Third St., Philadelphia, PA 19123 ($8.00 each, $50.00 per 10).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Education; Administrators; Annotated Bibliographies; *Educational Research; Employment Level; *Employment Opportunities; Federal Aid; Federal Programs; Fellowships; *Females; Graduate Study; Higher Education; Inservice Education; Institutes (Training Programs); Internship Programs; *Leadership Training; *Minority Groups; Promotion (Occupational); *Researchers; Sex Discrimination; Sex Stereotypes
IDENTIFIERS *National Institute of Education

ABSTRACT

An annotated bibliography on the participation of minorities and women in education research and development (R&D) leadership and management is presented. Topics are as follows: status of minorities and women in education (R&D); issues related to minorities and women in education leadership and management; variables affecting the participation of minorities and women in education leadership and management; training models to increase the participation of minorities and women in education R&D; and projects funded by the National Institute for Education on increases in the participation of minorities and women in education R&D. In addition, for each of these topics, pertinent issues are outlined. The following conclusions are presented: the status of minorities and women in education R&D has changed little, and the field offers few opportunities for increased participation of these two groups; the career opportunities available to minorities and women have been limited by the instructional channels of recruitment and advancement and by the sex-typing of certain occupations; and most training models attempt to increase the research and management/leadership skills of minorities and women, while some attempt to affect the social composition of peer groups in the field, and a few attempt to affect the power structure. NIE-funded projects include internships, fellowships, summer institute workshops, training programs, and national information/model-building projects. The NIE programs are designed to create opportunities for advanced study and practice for minorities and women in education R&D. (SW)

ED214433

RBS Publications

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Research for Better Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RESEARCH FOR BETTER SCHOOLS, INC.
444 NORTH THIRD STREET
PHILADELPHIA, PENNSYLVANIA 19123

HE 014 846

THE PARTICIPATION OF MINORITIES AND WOMEN IN EDUCATION R&D LEADERSHIP AND MANAGEMENT: AN ANNOTATED BIBLIOGRAPHY

TOMMYE W. CASEY
JOANNE B. STOLTE

AUGUST 1981

The Participation of Minorities and Women
in Education R&D Leadership and Management:
An Annotated Bibliography

Preface

Section One: Status of Minorities and Women in Education R&D

Section Two: Issues Related to Minorities and Women in Education Leadership and Management

Section Three: Variables Affecting the Participation of Minorities and Women in Education Leadership and Management

Section Four: Training Models to Increase the Participation of Minorities and Women in Education R&D

Section Five: Projects funded by the National Institute of Education to Increase the Participation of Minorities and Women in Education R&D

PREFACE

With a growing awareness of the need to provide more equitable opportunities for minorities and women in all occupational areas, many educators are beginning to look at the career-development needs of these two groups. Specifically, in the field of education, a focal point has been education R&D, including, but not confined to research, development, dissemination, utilization, and evaluation.

The dearth of minorities and women in leadership and management positions in education R&D has attracted the interest and concern of researchers. In fact, since the early 1970s most research has focused on the status, the issues, and the variables affecting the participation of minorities and women in education leadership and management. Although the findings tend to be negative and repetitive, much can be learned from them. A more encouraging trend is the recent research focus on the lack of minorities and women in this area. Researchers are now developing and testing promising projects and programs for increasing the participation of these groups, and their experiences and findings contribute significantly to the literature.

This bibliography, The Participation of Minorities and Women in Education R&D Leadership and Management: An Annotated Bibliography, is divided into five sections. Each section presents an overview of its contents and a brief rationale of its focus. Section One lists publications that provide background by attempting to define and document the status of minorities and women in education R&D. Section Two lists publications pertinent to minorities and women in education leadership and management. Section Three examines the variables affecting the participation of minorities and women in education leadership and management.

Sections Four and Five illustrate possible ways for increasing the supply of qualified minorities and women in education R&D leadership and management. Section Four lists publications describing training models to increase the participation of minorities and women in education R&D. Section

Five describes relevant projects funded by the National Institute of Education's Minorities and Women's Program.

Some publications have been singled out for annotation because of their significance and potential contribution to the central issue of this bibliography. The length of the annotations vary according to the type of resource and the importance of the information.

The compilation makes it clear that considerable research has been carried out on the status, the issues, and the variables affecting the participation of minorities and women in education R&D. It is equally clear that the depressing statistics have not changed much over the last decade and that the literature remains limited. But perhaps the clearest conclusions that can be drawn from the literature are (a) the need for more programmatic solutions and evaluations of their effectiveness and (b) the need for more research focusing on increasing the demand for minorities and women in education R&D leadership and management.

SECTION ONE: Status of Minorities and Women in Education R&D

The publications in this section define and document the current status of minorities and women in education R&D. This status is grounded in seven major factors:

- There are fewer minority doctorates trained as active researchers in education (Braithwaite, 1977; Chavers, 1980; Egermeir, 1977; Ortiz, 1980; Wright, 1979).
- There is substantial underrepresentation of women throughout the professional and managerial levels in education R&D (Egermeir, 1977; Lipman-Blumen, Shivers, Tickmayer, & Bainard, 1975; Tittle, Saario, & Denker, 1975).
- There is a much smaller labor pool of women with doctorates in education, with more women found in lower job ranks (Ortiz, 1980; Tittle, Saario, & Denker, 1975).
- There is a substantial reward differential between women and men participating in the education research community, with women earning significantly less than men (Lewis & Robin, 1981; Lipman-Blumen, Stivers, Tickmayer, & Bainard, 1975).
- Little optimism is offered that the numbers of minorities and women in education R&D will increase, given current enrollments in graduate schools (Braithwaite, 1977; Egermeir, 1977; Wright, 1979).
- There is isolation of minorities and women on campuses as well as within the profession (Chavers, 1980; Ortiz, 1980; Wright, 1979).
- There are unusual features in the structure and funding of graduate education for minorities (Chavers, 1980; Wright, 1979).

The articles selected indicate that the status of minorities and women in education R&D has changed little, and the field offers few opportunities for increased participation of these two groups.

Braithwaite, R. L. What is educational research and development and why the critical need for increased minority participation? Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977. (ERIC Document Reproduction Service No. ED 164 145)

This paper analyzes different minority groups' representation in education R&D in relation to their proportion of the total U.S. population. Specific areas discussed include:

- the distribution of minority personnel within the field
- the distribution of minorities in training for employment in the field

- the major factors deterring minorities from entering careers in education R&D
- the need for increased minority participation

The findings indicate that blacks and Hispanics (including Puerto Ricans) are substantially underrepresented, whites and Orientals are overrepresented, and American-Indian representation is approximately equal to their proportion in the population.

Chavers, D. Isolation and drainoff: The case of the American Indian educational researcher. Educational Researcher, 1980, 9(9), 12-16.

This article illustrates that few American Indians trained at the doctoral level are active researchers in education. The Indian potential researcher is most often part of a drainoff into administration of or service delivery to other Indians, with only a small minority actually conducting research. The author offers several reasons for this status: the way graduate education for Indians funnels potential researchers into administration of Native or Indian Studies programs, college administration, government employment, tribal administration, and so on; special aspects in the funding of graduate education for Indians; and the overwhelming loyalty of the majority of Indian doctorates to their own people, both on campuses and within their professions. Chavers suggests that Indian researchers should be encouraged to enter basic research rather than service delivery.

Chu, L. Asian-American women in educational research. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

This paper provides preliminary documentation of the underrepresentation of Asian-American women in education R&D. It identifies cultural and language barriers that prevent their entry into the field and points up the scarcity of research studies concerning Asian-American women. In order to increase the participation of this group, the author makes the following recommendations:

- The federal government and various professional organizations in educational research and the social sciences should recognize the neglect of Asian Americans, and Asian-American women in particular, in research studies.

- Successful Asian-American women researchers should be identified as role models.
- Networks among Asian-American women researchers should be established.
- Concentrated training programs to assist Asian-American women to develop English speaking, reading, and writing skills should become a part of elementary and secondary education curricula as well as of adult and continuing education programs.
- School counselors should not automatically channel Asian Americans into engineering and the natural sciences.
- School counselors should be trained to become sensitive to the special problems Asian-American women often face in adjusting to an unfamiliar cultural and linguistic world.

Doughty, R. N. The black woman in school administration. Integrated Education, 1977, 15(4) 34-37.

This article discusses the compounded problem of administrators who are both black and female. The author compares such administrators' earning power and position with that of black males, white females, and white males. The author advocates the use of a coach rather than a mentor to advance in school administration, and concludes that those close to the black female administrator can help to stabilize her positive perceptions and reduce negative ones.

Egermeir, J. C. Participation of women and minority sub-groups in research related-activities in the field of education. Washington, D.C.: National Institute of Education, 1977.

This study synthesizes information on the participation of women and minority subgroups in education research-related activities. The research-related activities -- referred to collectively as knowledge production and utilization (KPU) -- include various forms of research, development, evaluation, and dissemination, as well as the management of such activities. Information on training and employment opportunities is presented. Findings include the following:

- Whites and Orientals/Asian Americans are overrepresented in education R&D positions and in related training activities, whereas blacks and Hispanics, including Puerto Ricans, appear to be substantially underrepresented.
- Women of all racial/ethnic subgroups are substantially underrepresented throughout the professional/managerial levels in education R&D, and within the training stream leading to employment in education R&D.

- Minorities and women are best represented within the labs and centers (especially the former) and least represented in state education agencies (SEAs), industry, and R&D management positions.
- American Educational Research Association membership data suggest that minority personnel in education KPU in nonuniversity settings are few in number and widely scattered among SEAs, local education agencies, and other organizations, with little or no minority representation in the staff or groups performing education KPU.
- Current enrollment trends in graduate schools granting doctorates show no move towards an increase of minority entrants.
- Postdoctoral study may represent a strategic entry point for strengthening minority participation in education KPU.

Lipman-Blumen, J. L., Stivers, P. E., Tickmayer, A. R., and Bainard, S. Participation of women in the educational research community. Educational Researcher, 1975, 4(9), 5-14.

This paper examines whether women's professional activities in the major national education research organization, the American Educational Research Association (AERA), as well as their rewards for such activities, are commensurate with those of men. The report is based upon three different types of data: AERA records dating back to 1965; a 1975 demographic survey of the total AERA membership; and a survey of approximately 7% of the AERA membership conducted in early 1975. The authors draw the following conslusions:

- The most meaningful demographic difference between female and male respondents is educational level.
- Participation and productivity differences are slight.
- Reward differentials between the sexes are substantial.

Ortiz, F. I. Career change and mobility for minorities and women in school administration. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

This ethnographic study reports on career change and mobility for minorities and women in school administration in Southern California, Texas, and Arizona school districts. The author finds two types of women in educational administration in these states: those who are specialists, supervisors, and elementary principals; and those who are secondary principals and assistant, associate, deputy, and full superintendents.

She also finds two types of minorities within these school systems: those who entered during the mid-1960s and early 1970s and those who entered after this period. Most minorities in school today either occupy positions within special projects or are minority principals in minority schools. Few minorities work at a regular school site in central-office line positions.

Three groups exist within the school structure: females instructing students, males administering staff, and minorities instructing and containing other minorities. The author concludes that this structure contributes to distinct careers for the three groups even though the starting point for all is teaching.

Tittle, C. K., Saario, T. N., & Denker, E. R. Women in educational research: Their status from student to employee. Educational Researcher, 1975, 4(9), 15-25.

The authors present data concerning the multiple roles of women in the education research community; i.e., "women as students" in doctoral programs in education, "women as faculty members" in institutions that train education researchers, and "women as employees" in research organizations. It examines discrimination as a factor affecting women's participation in education research. The study concludes:

- The labor pool of women with a doctorate in education is smaller than that for men.
- Women faculty members in the schools of education surveyed make $1,000 a year less than do their male counterparts, and move up the faculty ranks and earn full professional standing with tenure less frequently than do their male colleagues.
- Women consistently fall in the lower job ranks as determined by responsibility and by salary in the school districts, state departments of education, and major R&D organizations.

The authors make recommendations to the American Educational Research Association (the national professional association for the field), to employers of education researchers, and to universities to modify the role of women in education R&D by adopting effective affirmative-action policies, training, eliminating discriminatory language usage in journals, and counseling and recruiting.

Wright, S. J. The black educational policy researcher: An untapped national resource. Washington, D.C.: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1979.

This report discusses six categories of reasons for the scarcity of research and scholarship by blacks. Suggestions for remediation emphasize the development of an educational policy to promote the higher education of blacks in America. The report proposes remedies and suggests ways to disseminate research results at the local, state, and federal levels.

Specific recommendations include the following:

- Specific steps should be taken to increase the pool of blacks competent to conduct policy research on questions relating to the education needs of blacks.
- A special effort should be made to identify predominantly black institutions where major research on the education needs of blacks can be conducted.
- Funding sources, especially the departments and agencies of the federal government and the major foundations, should reexamine their grant patterns and procedures with respect to equity.
- Foundations should increase their support to existing institutions whose mission is to study problems related to the education needs of blacks.
- Graduate schools in major universities, especially the research universities, should reexamine their attitudes regarding research related to the education needs of blacks as qualification for partial fulfillment of the doctoral degree and as a criterion for the promotion of black faculty.
- Steps should be taken wherever necessary to assure appropriate representation of blacks on the administrative staffs and boards of educational organizations that make and administer educational policies.
- Publishers and editors of educational books and journals should be urged to recognize that research by blacks on the education problems of blacks is important not only to the largest minority in the nation but also to the nation as a whole; therefore, it warrants more equitable treatment in publications.

Yee, A. H. Asian Americans in educational research. Educational Researcher, 1976, 5(2), 5-8.

The author examines data from the 1970 U.S. Census, a 1973 survey of earned doctorates, and the 1974-75 American Educational Research Association Directory to show that few Asian Americans pursue doctoral studies in education; therefore, very few choose education research as a specialty. He offers the following reasons why so few Asian Americans are attracted to education research:

- Universities, governmental agencies, and education research societies have not attempted to deliberately recruit Japanese or Chinese into education research.
- Chinese and Japanese students (and their elders) have tended to choose careers in the engineering, health, and natural sciences, which are not as sensitive to the hindrances of bilingualism.
- There has been a reluctance in the past on the part of Asian-American males to enter "feminine" fields, such as public school teaching.
- Majority groups have stereotyped Asian Americans as having a peculiar blend of naive simplicity and a dualistic personality.

The author recommends that strategies, such as graduate research fellowships, be used to attract Asian Americans to the field of education research.

Additional References

Acevedo, B. A. Socialization: Chicano administration in higher education. Emergent Leadership: Focus on Minorities and Women in Education Administration, 1979, 1(3), 28-41.

Biklen, S. K., & Brannigan, M. B. Women and educational leadership. Lexington, Mass.: Lexington Books, 1980.

Bunch, C. Woman power: The courage to lead, the strength to follow, and the sense to know the difference. MS., 1980, 9(1), 45-48, 96-97.

Centra, J. A. Women, men and the doctorate. Princeton, N.J.: Educational Testing Service, 1974.

Estler, S. E. Women as leaders in public education. Signs, 1975, 1(1), 363-385.

Fishel, A., & Pottker, J. Women in educational governance: A statistical portrait. Educational Researcher, 1974, 3(7), 4-7.

George Washington University, Institute for Educational Leadership. Hierarchy, power and women in educational policy making. Washington, D.C.: Author, 1975.

Hale, J. A. A model program for training personnel to develop solutions to major educational problems in the Indian and Mexican-American communities. Final Report. Albuquerque: New Mexico University, Department of Educational Administration, 1973. (ERIC Document Reproduction Service No. ED 101 896

Kimmons, W. J. Black administrators in public community colleges: Self-Perceived Role and Status. New York: Carlton Press, 1977.

Krenkel, N. Activities of women's committees in a sample of professional associations. Educational Researcher, 1975, 4(9), 25-28.

Kreps, J. M. Women in academe: Today is different. In L. K. Epstein (Ed.). Women in the professions. Lexington, Mass.: Lexington Books, 1975.

Lewis, H., & Robin, S. Womens Salaries in higher education: A case study. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Lockheed, M. E. The status of women's research in educational publications. Educational Researcher, 1980, 9(2), 11-15.

Osipow, S. H. (Ed.). Emerging woman: Career analysis and outlooks. Columbus, Ohio: Merrill, 1975.

Rosser, P. Women fight "old boys" for school administrator jobs. Learning, 1980, 8(7), 31-34.

Scheuneman, J. Participation of men and women in AERA: 1970-1978. Educational Researcher, 1979, 8(5), 10-12.

U.S. Department of Commerce, Bureau of the Census. A statistical portrait of women in the United States. Washington, D.C.: U.S. Government Printing Office, 1980.

Yarborough, J. Women in management: Selected recent references (U.S. Department of Labor, Office of the Assistant Secretary for Administration and Management Library). Washington, D.C.: U.S. Government Printing Office, 1978 (ERIC Document Reproduction Service No. ED 164 901).

SECTION TWO: Issues Related to Minorities and Women in Education Leadership and Management

The publications in this section discuss the issues related to minorities and women in education leadership and management. These issues include:

- gaining acceptance by male colleagues (Mark, 1980)
- being hired only after demonstrated competence, in contrast to men being hired for their potential and homogeneity (Mark, 1980; Touchton & Schavlik, 1978)
- being challenged as a woman or as a minority in an all-male or all-white system (Touchton & Shavlik, 1978)
- being accused of intuitiveness and passivity (Chapman & Luthans, 1975) as well as of being overly concerned with interpersonal relationships (Denmark, 1977)
- being undependable because of childbearing (Lyman & Speizer, 1980)
- being interested only in research on minority and/or women issues (Valverde, 1980; Wright, 1979)

The career opportunities available to minorities and women have been limited by the instructional channels of recruitment and advancement and by the sex-typing of certain occupations. Such sex-typing assumes that men are the most competent managers and leaders simply because they have most often been chosen to move up the administrative ladder.

Arons, E. L. Male and female administrative potential: Is there a difference? NASSP Bulletin, 1980, 64(440), 5-8.

The author's research points to a lack of correlation between a candidate's past experience or educational credentials and his/her future administrative effectiveness. Selection personnel should concern themselves not with an ideal leadership style, but rather with a candidate's individual style and its appropriateness to a particular position. School personnel departments must examine their practices and programs in order to eliminate external and internal barriers to the progress of women in administrative careers.

Ashburn, E. A. Motivation, personality and work-related characteristics of women in male-dominated professions. Ruth Strang Research Award Monograph Series: No. 2. Washington, D.C.: National Association for Women Deans, Administrators, and Counselors, 1977.

This paper reviews several hypotheses about the motivation and personality of women who choose male-dominated professions. It also compares these women with men who work in these professions and discusses inter- and intrasex relationships. The author points out that several areas require research before there can be, effective prediction and, more important, effective counseling of women entering male-dominated professions. These areas are:

- research related to theory of occupational choice for women
- research to document trends
- research to evaluate vocational guidance and counseling intervention

Chapman, J. B., & Luthans, F. The female leadership dilemma. Public Personnel Management, 1975, 5(3), 173-178.

This study indicates that there may not be a difference in male and female leadership styles. However, there may be a difference in actual leadership behaviors. Female leaders face a failure/success dilemma when they encounter incompatible sex-role stereotypes. In other words, the female leader is caught in a dual conflict situation involving not only the group and the organizational situtation but also her perceptions of herself. If she adopts accomodative leadership behavior, she will be subjected to the common male criticism of being too intuitive, unreliable, and passive. On the other hand, if she adopts autocratic or task-oriented leadership behavior, she may be perceived as losing her "femininity." Overcompensation toward either extreme may decrease her effectiveness and curtail accomplishments. The authors suggest that the solutions to this dilemma involves new thinking and specific programs in recruitment, selection, placement, training, and organizational development.

Denmark, F. L. Styles of leadership. Psychology of Women Quarterly, 1977, 2(2). 99-113.

This paper examines the kinds of women leaders that emerge in different settings, the styles of leadership used by women in contrast to those used by men, and

the effects these kinds of leadership have on group behavior. The author concludes that many assumptions that women managers are basically different from men are not supported by data. The one difference investigators generally agree upon is that women have greater concern for relationships among people. This factor should be considered an asset in terms of leadership effectiveness.

Frasher, R. S., Wescott, A., & Frasher, J. M. Participation of women in educational research. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

This study relates the number and type of publications by women and men in higher education to variables such as academic rank, career interest (research or teaching), and domestic preoccupations. The findings show no significant sex difference in number of publications. Women report publishing more articles than do men, and men report publishing more books and monographs than do women, but the differences are not significant in either case. However, results also indicate that women who publish as much as their male peers are paid less for their job and are in lower academic ranks.

Lovelady-Dawson, F. Women and minorities in the principalship: Career opportunities and problems. National Association of Secondary School Principals Bulletin, 1980, 64(440), 18-28.

This article highlights aspects of the current situation facing women and minorities who aspire to a principalship. The following aspects are discussed:

- the status of minorities and women in the principalship
- promotional aspirations, academic preparation, and barriers
- levels of performance
- career opportunities, paths, and problems
- intervention strategies for change

The author suggests that to really correct inequities, the education system must include minority and women concerns "throughout processes of teaching, learning and managing, rather than through a simple personnel body-count."

Lyman, K. D., & Speizer, J. J. Advancing in school administration: A pilot project for women. Harvard Educational Review, 1980, 50(1), 25-35

The authors examine three models most frequently used to account for the persistent imbalance of women in education administration over the last decade:

- the women's place model, which emphasizes the differential socialization of women and men
- the discriminatory model, which indicates those institutional patterns in the training and hiring of administrators that encourage the promotion of men rather than women
- the meritocracy model, which assumes that men must be the most competent administrators because historically they have been chosen to move up the administrative ladder

The authors describe an intervention project designed to help achieve higher administrative status by addressing issues raised by the woman's place and discriminatory models. The program, used with women in New England, consists of developing career goals, analyzing the organizational climate of an institution, tackling technical areas such as fiscal management, and establishing networks.

The findings contradict many widely held beliefs. Most women administrators have not left the work force to have children. Indeed, half of them do not even have children and most have been in the labor force a long time with or without children.

Mark, S. F. Leadership in higher education: A critical review of sex differences. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

The author examines the theories and methods currently used in leadership studies concerning the sex differences influencing the behaviors of men and women in higher education. The theoretical issues addressed include the relationship of (a) leadership style to achievement motivation, (b) socialization factors to work motivation, and (c) success/failure attributes to achievement orientation. Substantial methodological problems are found in the research designs of approximately 100 studies of leadership in education and business regarding subject selection, site selection, and instrumentation. The author concludes that sex differences in leadership behavior are not demonstrated. However, the consequences of career committments are found to vary by sex.

Additional References

Abrams, J. F. From one who made it: Advice to women on their way up in school administration. The American School Board Journal, 1978, 165(7), 27-28.

Bartol, K. M., & Butterfield, D. A. Sex effects in evaluating leaders. Journal of Applied Psychology, 1976, 61(4), 446-454.

Epstein, C. F. Encountering the male establishment: Sex status limits on women's careers in the professions. American Journal of Sociology, 1970, 75(6), 965-982.

Estler, S. E. Women as leaders in public education. Signs, 1975, 1(1), 363-385.

Fuchs, R. G. Retention, professional development and quality of life: A comparative study of male/female non-tenured faculty. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Gross, N., & Trask, A. The sex factor and the management of schools. New York: Wiley, 1976.

Marshall, Catherine. Organizational policy and women's socialization in administration. Urban Education, 1981, 16(2), 295-234.

Tidball, E. M. Perspective on academic women and affirmative action. Educational Record, 1973, 54(2), 130-135.

Touchton, J., & Shavlik, D. Challenging the assumptions of leadership: Women and men of the academy. In C. Fisher (Ed.), Developing and evaluating administrative leadership. San Francisco: Jossey-Bass, 1978.

SECTION THREE: Variables affecting the Participation of Minorities and Women in Education Leadership and Management

The publications in this section examine variables that affect the participation of minorities and women in education leadership and management. These variables can be categorized as:

- discriminatory patterns in training, hiring, and promotion (Pollard, 1977; "No Room at the Top?" 1977; Weber, Feldman, & Poling, 1979)
- lack of same-sex, same-race role models in graduate schools and in the professions (Escobedo, 1980; Goldstein, 1979)
- lack of a support system for those minorities and women who are advancing (Escobedo, 1980; Goldstein, 1979)
- lack of long-term career commitments (socialization factors affecting career paths) (O'Leary, 1978; Pollard, 1977; "No Room at the Top?" 1977; Weber, Feldman, & Poling, 1981)
- lack of adequate financial aid for graduate study and research (Escobedo, 1980; Pollard, 1977)
- lack of adequate research and management skills ("No Room at the Top?" 1977)
- exclusionary practices by the research community (major educational research organizations) (Pollard, 1977; Valverde, 1980)

These variables are seen as barriers that limit the participation of minorities and women in education R&D at two critical stages -- education and professional advancement.

Bernard, J. Where are we now? Some thoughts on the current scene. Psychology of Women Quarterly, 1976, 1, 21-36

This article suggests strategies for dealing with both subtle and blatant discrimination and describes the "stag effect" and the "put-down." The stag effect includes the complex of exclusionary customs, practices, attitudes, conventions, and other social forms that protects the male turf from the intrusion of women. It includes the "avoidance syndrome," for instance women in graduate and professional schools being denied the attention that males receive from professors. The put-down is a signal of discourtesy and includes disparaging remarks, jokes, and verbal belittlement.

Epstein, C. F. Woman's place: Options and limits in professional careers. Berkeley: University of California Press, 1970.

This book documents the status of professional and, to some extent, working women, with an emphasis on the elite professions (i.e., science, medicine, law, engineering, and university). The author indicates that women are underachievers, underperformers, and underproducers -- even when talented and educated -- as a result of stereotypes of femininity; role conflicts between family and career; sex-role socialization; the limited and negative image of the working woman; lack of role models; contradictory messages from family and society concerning achievement; the lack of emotional and economic support for training in the professions; denial of positions of power and authority in the social systems; sex-typing of occupations; the exclusivity of the informal, male-club/colleagual networks; and self-exclusion as a result of the lack of agressiveness in seeking contacts and in raising visibility through contributions, publications, and participation in professional organizations.

Escobedo, T. H. Are Hispanic women in higher education the nonexistent minority? Educational Researcher, 1980, 9(9), 7-12.

This article explores barriers to the recognition of Hispanics that result in their almost "nonexistence," as well as barriers that limit the participation of Hispanic women in higher education, particularly at the two critical stages of education and professional advancement. Escobedo concludes that one must focus on environmental factors impeding advancement in academe at these critical stages. She recommends several steps: active recruitment of Hispanics at the graduate school level, development of a support-system, and involvement of Hispanic faculty who can serve as mentors.

Goldstein, E. Effect of same-sex and cross-sex role models on the subsequent academic productivity of scholars, American Psychologist, 1979, 34(5), 407-410.

The author measures the academic productivity of four groups: male Ph.D.s who had male dissertation advisors, female Ph.D.s who had female advisors, male Ph.D.s who had female advisors, and female Ph.D.s who had male advisors. As predicted, scholars in the two same-sex conditions published significantly more research than

did scholars in the two cross-sex conditions ($p < .001$). However, the author cautions against making a causal relationship between scholar/advisor sex and academic productivity. The article discusses possible advantages of providing individuals with same-sex role models, as well as factors that may inhibit professional advancement with cross-sex role models.

Henning, M., & Jardim, A. The managerial woman. New York: Anchor Press/Doubleday, 1977.

The purpose of this book is to help men and women understand the critically different beliefs and assumptions they hold about themselves, about each other, about organizations, and about a management career. The authors state: "If a woman assumes without thinking that the quality of relationships is her most important priority and acts on it, if she tends not to have tangible career objectives, if as a consequence she focuses her energies on job performance in the here and now, oblivious to the informal pressures and counterpressures that influence promotion, the chances are painfully small that she will be able to distance herself from the difficulties of the corporate present by making the current costs of a career future." The authors suggest activities to help women deal successfully with the problematic differences in assumption, perception, and behavior.

Moore, L. M., & Rickel, A. U. Characteristics of women in traditional and nontraditional managerial roles. Personnel Psychology, 1980, 33(2), 317-333.

This study investigates characteristics that distinguish women who choose traditional as opposed to nontraditional careers and who function at differing occupational levels. The traditional sample numbered 156 nurses. The nontraditional career group numbered 147 women who held positions in businesses and industries in which 20% or fewer of the job incumbents were female. It was determined that women in nontraditional business roles were more achieving, emphasized production more, and believed they held managerial characteristics compatible with those ascribed to male managers. The authors conclude that leadership attributes and behavior of women do vary among organizational settings and across occupational levels in predictable ways.

No Room at the Top?" American Education, 1977, 13(5), 20-26

This article discusses the major barriers women encounter in aspiring to careers in education leadership. The barriers identified are attitudes, socialization factors, discriminatory employment criteria, and inadequate management skills. It also suggests breaking down and eliminating these barriers through the development of a systematic program consisting of the following components:

- vocational counseling and career guidance services for women students
- education concerning access, visibility, and networking
- training and support services
- enforcement of federal regulations and legislation

O'Leary, V. E. Some attitudinal barriers to occupational aspirations in women. Psychological Bulletin, 1974, 81, 809-826.

This article reviews the literature on attitudinal barriers that may interact to inhibit a woman from engaging in the kinds of achievement-directed behavior necessary to ensure her promotion into managerial positions. Some factors, such as societal sex-role stereotypes and attitudes toward competency in women, are external to the woman herself but may create barriers to her job-related aspirations. Internal factors include fear of failure, low self-esteem, and lack of role incentives for engaging in achievement-related behaviors. Implications for further research and application of these findings are discussed.

O'Leary, V. E. Women: Managers stuck in the middle. Paper presented at the annual convention of the American Psychological Association. Toronto, August 1978. (ERIC Document Reproduction Service No. ED 172 108)

The author contends that an internal factor, the absence of long-term career committment, has been found to inhibit the successful transition of women from supervisory to managerial positions. Some women's inward preoccupation is also discussed as an inhibitory factor in their movement from supervisor-specialist to manager-generalist.

Pollard, D. Special needs of black women in educational research and development. Paper presented to the Planning Conference for the Women's Component of the NIE Program to Increase the Participation of Minorities and Women in Educational Knowledge Production and Utilization, Washington, D.C., May 1977.

This paper describes the special needs perceived by black women in various stages of the education R&D profession: predoctoral, early professional years, and intermediate professional years. It also proposes solutions for meeting these needs.

Three major areas of need were identified as significant during the predoctoral stage:

- need for adequate financial aid
- need for encouragement, support, and advice from faculty members
- need to establish collegial relationships with successful black female role models as well as with white peers

During the early professional years, black women education researchers revealed a number of concerns:

- lack of adequate counseling about the job market
- lack of professional credibility
- lack of a support group within their academic institutions interested in individual research pursuits.

In the intermediate professional years, the major problems faced by black women seemed to revolve around:

- difficulties in obtaining tenure and promotion
- difficulties in being legitimized by professional organizations primarily oriented to whites.

Valverde, L. A. Development of ethnic researchers and the education of white researchers. Educational Researcher, 1980, 9(9), 16-20.

The author identifies the following four goals that must be met if minority researchers are to survive and prosper:

- Acquire training related to research competencies.
- Get incorporated into the research community.
- Maintain representative and valid contributions in the research profession.
- Increase the number of culturally diverse researchers in the research profession.

In order to meet these goals, Valverde indicates that minority researchers must overcome the prevailing negative attitude that white researchers harbor about minority researchers. Exclusionary practices by the research community, in particular the American Educational Research Association (AERA), are identified as the major cause for minimal participation by minorities. The major portion of the article addresses ways of educating white researchers about their negative attitudes and behaviors. Valverde discusses positive actions that established researchers can take to create a favorable environment for minority scholars within AERA:

- AERA can establish a recruitment plan for minorities.
- AERA members can make a personal objective to recruit two or three nonwhite members into AERA each year.
- AERA can provide adequate exposure via program presentation of minority researchers and their work.
- AERA can set aside special issues of all AERA journals and a certain number of presentations at the national meeting for minority concerns.

Weber, M. B., Feldman, J. R., & Poling, E. C. Why women are underrepresented in educational administration. Educational Leadership, 1981, 38(4), 320-322.

This article focuses on three key areas that contribute to the maldistribution of males and females in education administration: personal and social roles; personal and family constraints; and discriminatory patterns in training, hiring, and promotion. The authors conclude that to increase the number of qualified aspiring women administrators, women must do the following:

- Obtain credentials in education administration.
- Apply for positions in education administration.
- Encourage other women to aspire to positions in education leadership.

Additional References

Collins, L. About those few females who scale the heights of school management. Integrated Education, 1977, 15(1), 19-21.

De los Santos, A. Emerging Chicano administration in higher education: Problems and perceptions. Emergent Leadership: Focus on Minorities and Women in Education Administration, 1976, 1(2), 19-31.

Maccia, E. S. Affirmative action plans. Educational Researcher, 1975, 4(9), 29-30.

National Institute of Education. Conference on the Educational and Occupational Needs of American Indian Women. Washington, D.C.: Author, 1980. (Will become available through GPO.)

National Institute of Education. Conference on the Educational and Occupational Needs of Black Women. Washington, D.C.: Author, 1980. (Will become available through GPO.)

National Institute of Education. Conference on the Educational and Occupational Needs of Asian-Pacific American Women. Washington, D.C.: Author, 1980. (Will become available through GPO.)

National Institute of Education. Conference on the Educational and Occupational Needs of Hispanic Women. Washington, D.C.: Author, 1980. (Will become available through GPO.)

National Institute of Education. Conference on the Educational and Occupational Needs of White Ethnic Women. Washington, D.C.: Author, 1980. (Will become available through GPO.)

Ortiz, F. I. Socialization into administrative roles and its effects on minority groups. In L. W. Criswell (Ed.), Socialization and training into the school administrative role. Paper presented at the annual meeting of the California Educational Research Association, San Diego, 1975. (ERIC Document Reproduction Service No. ED 104-893.)

Parrish, D. A. A question of survival: The predicament of black women. Integrated Education, 1976, 14(3), 19-23.

Weidman, C. S., & Weidman, J. C. The woman professor of education: Social and occupational characteristics. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1975. (ERIC Document Reproduction Service No. ED 104 893.)

SECTION FOUR: Training Models to Increase the Participation of Minorities and Women in Education R&D

This section includes publications that describe several training models for increasing the participation of minorities and women in education R&D. These models may be classified as:

- pre/post-doctoral research training
  - internships (Adkison & Bailey, 1979; De Anda, 1980)
  - graduate research seminars (Brown, 1971)
  - research training institutes (Gunnel, Black & Epps, 1971; Jackson, 1979)
  - research mentorships (Artis, 1980)
  - presessions on research techniques at national education R&D annual meetings (AERA) (Frierson, 1980)
- in-service training
  - to assist minorities and women in perceiving, themselves as capable directors of their lives (Aery, 1977; Jones & Welch, 1979)
  - to provide opportunities to demonstrate decision-making competencies (Aery, 1977; Erikson & Pitner, 1980)
  - to meet certification requirements for advancement (Adkison & Bailey, 1979)
- support systems
  - building a network of contacts (Adkison & Bailey, 1979; Erikson & Pitner, 1980; Shapiro, Sécor, & Butchart, 1978)
  - establishing mentor/mentee relationships (Erikson & Pitner, 1980; Griffin & Mayo, 1980; Shapiro, Sécor, & Butchart, 1978)
- career advancement strategies
  - basic rules that minority and women professionals can follow in a traditional nonminority role hierarchy (Scott, 1979)
  - participation by minorities and women on significant committees, editorial boards, and as program readers in national education R&D associations (Frierson, 1980)

These model categories are not mutually exclusive. Most attempt to increase the research and management/leadership skills of minorities and women. Some attempt to affect the social composition of peer groups in the field. A few attempt to affect the structure of power so as to increase the participation of minorities and women in education R&D.

Adkison, J. A., & Bailey, J. D. The ICES model: Increasing women's participation in educational administration. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1979. (ERIC Document Reproduction Service No. ED 170 860.)

This article describes a model by which an outside agency can encourage a state educational agency to increase the participation of women in administrative positions in public school systems. The model intervenes to affect the "structure of opportunity, the structure of power, and the social composition of peer groups" in Kansas' educational system through internships, certification, equity-leadership, and support. The certification and equity-leadership components train individuals; the internship component serves both to train individuals and to have an impact on their organizations; and the support component helps participants create supportive networks.

Adkison, J. A. Essential components of programs to promote women's careers in school administration. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

This paper identifies processes that (a) impede the movement of women and minority group members into school administration and (b) limit the participation of those holding administrative positions. The author describes the components of a model program, "Increasing Women's Participation in Educational Administration" that successfully increased the number of women in administrative positions. Two elements of this model are identified as essential to the success of similar projects: (a) a cooperative relationship between the university offering administrative training programs and the participating school districts and (b) the provision of a support system for the participants.

Aery, S. Organizational effectiveness and the women administrator. NASPA Journal, 1977, 15(2), 43-47.

The author posits that a large percentage of staff potential is lost by neglecting the developmental needs of women in higher education. The author recommends in-service programs to assist women to perceive themselves as capable directors of their lives; to apply for management positions commensurate with their abilities and interests; and to provide experiences in decision making, life planning, and work-related skills. There are also several suggestions for various programs or training activities to increase women's development for leadership positions.

Artis, S. E. Federally sponsored mentorship programs to increase the participation of women and minorities in educational research and development. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

This paper discusses the research mentorship as a strategy for achieving the goal of the National Institute of Education's Minorities and Women's Program to increase the participation of women and minorities in education R&D. A brief rationale by NIE program planners for recommending the mentorship approach is provided, some alternative mentorship models funded by this program are described, and observations by some participants on the nature of the mentorship are included.

DeAnda, N. Competencies of leaders and managers in educational research and development. Independent Research and Development Project Reports. Report No. 1. San Francisco: Far West Laboratory for Educational Research and Development, 1980.

This study identifies the specific compentencies essential to leading and managing education R&D projects at the Far West Laboratory. These findings were used there in planning the content and emphasis of the intern training program of the Women and Minorities Leadership Program in Educational R&D.

The list of competencies was derived from three sources: those identified by known researchers in the field, those determined through the Hay System of job-description ratings used at Far West Laboratory, and those arrived at through study of a self-report survey that compared the responses of project directors with those of R&D program staff.

The findings indicate that project management jobs require significantly more competence in the areas of supervision, budget management, public relations/networking, communications, and documentation. Planning and evaluation were found to be less important competencies.

Frierson, H. T. Modifying the role and status of minorities in educational R&D: A much needed undertaking. Educational Researcher, 1980, 9(9), 5-7.

This article examines the role that the American Educational Research Association (AERA), the largest professional research organization in the country, can play in creating an atmosphere that will enhance the involvement of minorities

in R&D. Frierson suggests that AERA modify its organizational structure by ensuring that minority members serve on significant committees, as members on editorial boards of AERA-sponsored publications, and as program readers. He also recommends that AERA continue the presessions aimed at minority graduate students. In conclusion, Frierson lists 10 recommendations for modifying the role of minorities in AERA, including adopting affirmative-action policies, training, recruiting and counseling, and increasing minority representation on journal review and publications committees.

Erickson, K. A., & Pitner, N. J. The mentor concept is alive and well. NASSP Bulletin, 1980, 64(440), 8-13.

In this article women currently holding administrative positions advise women seeking these positions to do the following:

- Gain experiences in working with diverse groups (peers, bosses, and subordinates).
- Build a network of contacts.
- Find an experienced administrator willing to act as a mentor.
- Pursue opportunities in which to demonstrate competencies.
- Clarify professional goals.

The authors recommend that building principals should first identify and/or create leadership opportunities and then sponsor talented women in their schools for such positions.

Griffin, J. T., & Mayo, C. The mentor-mentee relationship. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

The authors suggest that women and minorities in education will have to redefine mentoring to meet their special needs and circumstances. The important issues that a mentee must consider when choosing a mentor are as follows:

- The mentor should understand and respect the mentee's goals.
- The mentor and mentee should be able to work together as mutually respectful adult women.
- The mentor should be able and willing to share his/her time, experience, and expertise.
- If able, the mentee should pay the mentor.

Jackson, D. J. Advancing women and minorities in educational research: The need for training and networking. Paper presented at the annual meeting of the Eastern Educational Research Association, Kiawas Island, N.C., February 1979. (ERIC Document Reproduction Service No. ED 169 143.)

This paper reports the findings of a study investigating the feasibility of establishing a research training program for women and minorities. The career characteristics, research training, experience, and needs of women and minority junior faculty at 4-year institutions in the mid-Atlantic region are examined. A review of the literature on internships uncovers the underrepresentation of women and minorities in the field of education research. This scarcity of role models for women in education continues to enforce sex stereotypes. The author outlines a proposed research training model to advance women and minorities in education research. The model includes a 1-year internship in diverse research settings with mentors, professional and peer networking, on-site training, special research seminars, and collaboration with prominent mentors on the writing of publishable research papers.

Jones J., & Welch, O. The black professional woman: Psychological consequences of social and educational inequities upon the achievement of high-status careers in leadership positions. Journal of the NAWDAC, 1979, 43(2), 29-32.

The authors discuss the career opportunities of the black professional woman in terms of the twin barriers of race and sex. In order to deal effectively with American social and educational inequities, Jones and Welch recommend a complete reexamination of our current school systems; the participation of universities and businesses in programs offering women more nontraditional occupational choices; and the formation of task forces to place pressure on the media for a more positive depiction of women, particularly black women.

Research for Better Schools, Inc. Management training needs of women and minorities: A literature review. Philadelphia: Author, 1979.

This literature review identifies the skills that should serve as a base for a training program for minorities and women. While mathemetical skills are seen as unique needs for minorities and women, other skills are needed by all candidates to move into the management level. Personal skills include assertiveness, achievement motivation, career orientation, competitiveness, flexible work styles, and

team work. Management skills include planning, organizing, directing and controlling the goals, function, and human resources of an organization. Also discussed are the exclusionary customs and practices that protect the management turf from intrusion.

Scott, P. B. Moving up the institutional hierachy: Some suggestions for young minority and women professionals from the note book of a novice. Journal of NAWDAC 1979, 43(2), 34-39.

This article outlines some features of the traditional institutional hierarchy which young minority and women professionals may be unfamiliar with. It also identifies some basic rules for functioning in the traditional, nonminority male hierarchy:

- Always follow the formal chain-of-command dictated by the decision makers of the institution in all communications.
- Know your position within the hierarchy.
- Tune into the informal power structure of the institution.

Some common pitfalls to avoid when minority and women professionals begin to move up the hierarchy are discussed, and coping strategies are offered. The author points out that one key to professional mobility relates to timing and how successfully one presents and promotes oneself in strategic situations, such as when committee assignments are being made for tasks viewed as crucial to the future of the institition.

Shapiro, E. C., Haseltine, F. P., & Rowe, M. P. Moving up: Role models, mentors and the patron system. Sloan Management Review, 1978, 20(1), 51 58.

The concepts of role models and mentors as prerequisites for women's success in management and other professional fields are examined in this article. The authors suggest that role models are of limited effectiveness in assisting women to gain positions of leadership, authority, or power, and that mentors are at one end of a continum of advisory/support relationships facilitating access to such positions for the protégés. The authors conclude that careful consideration of this continum will lead to more effective efforts to bring women into positions of leadership and authority.

Watkins, B. Training educational opportunity researchers: Some sobered thoughts on mentoring, some optimistic thoughts on community. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

The standard conception of a mentor relationship as one between graduate students and distinguished members of the university faculty is questioned in this paper. Based on a postdoctoral training program where a mentorship model was used, the author postulates that in the rapidly changing field of education R&D, the most effective way of advancing minorities and women and better research related to these groups is to replace the mentorship relationship with collegial cooperativeness, where one individual can be at different times mentor or learner to the other.

Additional References

Bowers, E. Power strategies for the advancement of women in vocational education. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Brown, R. C. Jr. Institute for training minority group research and evaluation specialists. Final report. New York: New York University, Institute of Afro-American Affairs, 1971. (ERIC Document Reproduction Service No. ED 062 960)

Doughty, R. N. Training and hiring of educational administrators: Considerations for the black woman. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977. (ERIC Document Reproduction service No. ED 136 448)

Gunnel, J. B., Black, F. S., & Epps, E. G. A program to increase educational research awareness among undergraduate students in predominantly black institutions. Tuskegee, Ala.: Tuskegee Institute, 1971. (ERIC Document Reproduction Service No. ED 068 076)

Hosford, P. L. (Ed.). Minority women in research in education. The Dallas Conference on Expanding the Role of Minority Women in Educational Research, Dallas, November 1977. (ERIC Document Reproduction Service No. ED 148 521)

Kanter, R. M. Men and women of the corporation. New York: Basic Books, 1977.

Schein, V. E. Women managers: How different are they? Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., September 1976.

Schmuck, P. A. Changing women's representation in school management: A systems perspective. Washington, D.C.: Office of Education (DHEW), 1978. (ERIC Document Reproduction Service No. ED 165 240)

Shapiro, J. P., Sécor, C., & Butchart, A. The development of transportable leadership and management program for women in higher education. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Speizer, J. J., & Hornig, L. S. A longitudinal evaluation of a skills training program to advance women in higher education administration. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

Stein, S. L. Sex differences in expectations of mentors. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, April 1981.

SECTION FIVE: Projects Funded by the National Institute of Education to Increase the Participation of Minorities and Women in Education R&D

An examination of the participation of minorities and women in education R&D would be incomplete if it did not look at the National Institute of Education's (NIE's) Minorities and Women's Program, for it is the major federal effort to this end. Its funded projects have provided training and advanced study for more than 3,000 minorities and women.

NIE's Minorities and Women's Program was organized in 1976 in response to a mandate from the National Council on Educational Research to increase the participation of minorities and women in national R&D efforts. The objectives of the program are:

- to help minorities and women participate at an advanced level in education R&D
- to assist institutions in establishing policies and practices that enhance the participation of minorities and women in education R&D, and in recognizing their research contributions, perspectives, and interests
- to develop knowledge, information, and strategies that advance the foregoing objectives

In order to meet these objectives, the Minorities and Women's Program funds a variety of projects that create opportunities for advanced study and practice for minorities and women in education R&D. The program also provides grants to regional educational laboratories, national research centers, universities, R&D firms, and other institutions which encourage the formulation of long-term policies and practices consistent with the program objectives.

These funded projects illustrate the various ways in which the supply of qualified minorities and women in education R&D leadership and management is being increased. They are presented here under the following headings: internships, fellowships, summer institutes, workshops, training programs, and national information/model-building projects.

Internships

Title: Training Program for Minorities and Women

Institution: CEMREL, Inc.
3120 59th Street
St. Louis, Mo. 63155

Director: Barbara Brown Francis

Description: Provides advanced training in research, development, and knowledge utilization to minorities and women currently working in these fields and supports collaborative learning opportunities between school districts and CEMREL projects. As many as five interns are chosen from CEMREL staff to participate in training for the design and application of education research studies. Fifteen other minority and women interns are chosen from school districts in the region to participate in training for the application of research and development results. Both groups of interns have opportunities to collaborate on the development and implementation of applied research studies of priority topics identified by school districts. A series of monographs reporting the results of these applied studies are disseminated.

Title: PROJECT GROWTH: An Internship Program for Introduction of Bilingual Persons to the Field of Chicano Education R&D

Institution: Colegio Cesar Chavez
1000 Main Street
Mount Angel, Ore. 97362

Director: Peter de Garmo

Description: Offers interns a 3-year period to investigate educational issues critical to the academic achievement of Chicanos in the Northwest. The participants attend workshops and seminars to acquire education research and evaluation methods and to develop and field test a nontraditional curriculum to address the needs of the Chicano community.

Title: Navajo Philosophy of Education: Its Traditional Sources and Contemporary and National Contexts

Institution: Diné Bí́óltá Research Institute
1200 West Apache Street
Farmington, New Mexico 87401

Director: Dillon Platero

Description: Provides Native Americans, women, and other minority scholars an opportunity to conduct advanced research directed toward the identification and articulation of a coherent Navajo philosophy of education. Researchers receive training in ethnographic methods and survey approaches and develop the capability to apply research results toward an understanding of the present educational systems and future educational development for Navajos and Native Americans in particular, and minorities and women in general.

Title: Women and Minorities Leadership Program

Institution: Far West Laboratory for Educational R&D
1855 Falsom Street
San Francisco, Calif. 94103

Director: Natividad DeAnda

Description: Recruits interns already employed in education and provides them with advisors, consultants in education R&D, seminars and workshops, university coursework, and opportunities for learning through on-the-job experiences. Interns are expected to be either advanced doctoral candidates or postdoctorates and they may remain in the program for up to 18 months. The program provides an opportunity for participants to further their knowledge in education, funding sources, project management, and technical writing.

Title: Capacity Building in Minority Institutions: An Alternative Model for Access to Non-Traditional Research Opportunities

Institution: Latino Institute Research Division
1760 Reston Avenue, Suite 101
Reston, Va. 22090

Director: Abdin Noboa

Description: Assists in the professional development of women and minority education researchers by providing a research internship program. Participants attend seminars on special topics, are introduced to social science research methodology, contribute to the Institute's ongoing research program, and become aware of special opportunities for research publication. The project provides a forum for information exchange among women and Hispanic researchers.

Title: A Mechanism for Increasing Participation in Advanced Study and Research in Education

Institution: Mexican-American Legal Defense and Education Fund (MALDEF)
28 Geary Street
San Francisco, Calif. 94108

Director: Eduardo Marenco, Jr.

Description: Provides a scholars-in-residence opportunity in MALDEF's Policy Study and Research office for minority and women researchers at the junior faculty level. During the internship participants become involved in a continuing program of research focusing on national civil rights policy issues. The goal of the program is to assist minority researchers to master techniques of policy research and to obtain senior positions in research.

Title: R&D Equity Project

Insitution: Northwest Regional Educational Laboratory (NWREL)
300 S.W. 6th Avenue
Portland, Ore. 97204

Directors: Carolyn Lane, José Romero

Description: Annually offers 12 minority and women interns a 3-to-12 month period on-the-job experience in the R&D activities of a regional laboratory, combined with an academic program, seminars and workshops, and individual career counseling. Participants acquire advanced skills in research and evaluation, dissemination and technical assistance, development of programs and products, or management. Internal and external mentors are provided for participants.

Title: Internship Program in the Management of Educational R&D

Institution: Southwest Educational Development Laboratory (SEDL)
211 East 7th Street
Austin, Texas 78701

Director: David L. Williams, Jr.

Description: Offers a 1-year, full-time, individualized internship program of both academic and work-experience components to five minority and women doctoral candidates. The program allows participants to complete an advanced program of academic work in a field related to education R&D and development while obtaining a variety of work experiences. Trainees receive experience in planning, developing, conducting, and managing projects in the areas of research, development, dissemination, technical assistance, and proposal preparation.

Fellowships

Title: Expanding Opportunities in Educational Research for Minorities and Women

Institution: The Institute for Educational Leadership, Inc. (IEL)
Suite 310
1001 Connecticut Avenue, NW
Washington, D.C. 20036

Director: Elizabeth L. Hale

Description: Serves as an umbrella for 3 ongoing activities of IEL: Educational Policy Fellowship Program (EPFP), The Associates Program (TAP), and Washington Policy Seminar (WPS) and Advanced Policy Seminar Series (APSS). EPFP provides 15 women and/or minorities with an intensive, year-long program designed to help them better understand the education policy-making process at the federal, state, and local levels. TAP provides a forum for women and minorities to present their perspectives on major education

issues to policymakers in 33 states. The WPS is a 4-day conference that highlights the processes and personalities that shape federal education policy. Through the APSS women and minorities are given an opportunity to attend special programs on particular aspects of and issues attendant to the policy process, i.e., budgets and appropriations, grants and contracts, tuition-tax credits.

Title: Fellowships in Educational Research

Institution: Johns Hopkins University
Center for Social Organization of Schools
3505 North Charles Street
Baltimore, Md. 21218

Director: Joyce L. Epstein

Description: Provides an appropriate setting and range of opportunities for participants to conduct and publish research in the sociology of education and related fields. The program emphasizes a research colleague role for participants in connection with on-going research programs at the Center in school desegregation, school organization, education and career development, and delinquency. The program involves participants (up to three postdoctoral and one predoctoral Fellowship Scientists) in a variety of advanced methodological techniques for nonexperimental research.

Title: New Paths Toward Research Leadership

Institution: Michigan State University
College of Education
Institute for Research on Teaching
Erikson Hall
East Lansing, Mich. 48824

Directors: Andrew Porter, Jacquelyn Nickerson

Description: Provides academic year of full-time advanced study in educational research to five postdoctoral fellows. Training includes research collaboration with an experienced educational researcher, a research seminar, visiting scholars, and formal course work with emphasis on technical writing skills. The second year of the program sustains the "mentor-fellow" research collaboration facet of the first year experience even though the five fellows return to their previous academic positions or accept new positions.

Title: Postdoctoral Faculty Fellowship Program of the Institute for the Interdisciplinary Study of Education

Institution: Northeastern University
Institute for the Interdisciplinary Study of Education (IISE)
11 Leon Street, Room 404
Boston, Mass. 02115

Director: M. Patricia Golden

Description: Provides a 1-year academic-residence program to three individuals who have had prior training or experience in education research and who hold faculty positions at institutions emphasizing teaching and service rather than research. Three minorities and/or women engage in ongoing interdisciplinary research in IISE or in one of its affiliated research/training units. With the assistance of IISE staff, a faculty consultant and the unit director, fellows choose the specific research training they need to expand and/or reorient present research and/or to use the resources of the units to initiate new research.

Title: Training Postdoctoral Researchers for New Opportunities in Educational Research

Institution: Northwestern University
Program on Women
633 Clark Street
Evanston, Ill. 60201

Directors: Bari Watkins, James Pitts

Description: Provides advanced training in current social science research methods for minority and women scholars in education; it also provides advanced training in education research techniques to minority and women scholars in social science. Four participants are chosen for a 1-year residential program, which uses a mentor-mentee model with distinguished members of the Northwestern University faculty collaborating with participants.

Title: USC Doctoral Fellowship Project: A Training Program in Research and Development of National Education Policy and Legislation

Institution: University of Southern California
School of Education
Waite Phillips Hall
300 University Park
Los Angeles, Calif. 90007

Directors: Silas H. Abrego, John A. Carpenter

Description: Attempts to develop competent professionals in national education policy development. The training includes: policy analysis, program implementation, and education research. The program, which seeks out Spanish-speaking applicants, takes 3 years to complete. Participation in the program leads to a doctorate in education from the School of Education, University of Southern California. Participants are provided with both theoretical and applied knowledge through a combination of professional studies and field internships supervised by mentors.

Title: Project for Minorities and Women in Research

Institution: University of Texas
College of Education
EDB 406
Austin, Texas 78713

Director: Theresa H. Escobedo

Description: Focuses on helping minorities and women to (a) participate at an advanced level of education research and related work, (b) overcome barriers to their participation in research (i.e., lack of communication related to education research projects, lack of opportunity to increase research skills, and lack of opportunity to engage in directed research projects), and (c) foster the development of mentor relationships. Eight pre- and four postdoctoral fellows participate in team research, individual projects, interact with established researchers and individuals who serve as advisors, mentors, and role models, and attend and/or present results of research at state, regional, and national conferences.

Title: The Office for Advanced Research in Hispanic Education

Institution: University of Texas
College of Education, Building 310
Austin, Texas 78712

Director: Leonard A. Valverde

Description: Addresses the need for more policy research studies concerning the education of Hispanic and other minority children. Its four major efforts are (a) to provide comprehensive assistance to Hispanic and other minority and women pre- and postdoctorates conducting advanced research on policy formation or policy implications; (b) to support and promote advanced study and research in bilingual/cross-cultural education; (c) to assist leaders of policy and program agencies to bring about equality in the education of Hispanic and other minority children, and (d) to assist universities and R&D centers to increase their sponsorship and support of research by and about minority and women scholars. Approximately 12 participants are chosen per year from Arizona, California, New Mexico, and Texas.

Title: Interdisciplinary Center for Research, Development, Dissemination and Evaluation of Women and Minorities

Institution: Virginia State University
School of Education
Box EE
Petersburg, Va. 23668

Directors: Ila Martin, Harriet Johnson

Description: Offers pre- and postdoctorate minorities and women an opportunity to engage in advanced study and research on a wide range of significant problems in education. Research fellows are introduced to the most current research techniques and also undertake research and publishing through an Intensive Research Training Institute, a Fall Research Seminar, and a Winter Research Symposium.

Summer Institutes

Title: Summer Institute for Educational Research on Asian and Pacific Americans

Institution: Berkeley Unified School District
Asian-American Bilingual Center
1414 Walnut Street. #9
Berkeley, Calif. 94709

Director: Sau-Lim Tsang

Description: Provides a series of seminars and lectures designed to teach the skills essential to research on Asian and Pacific Americans. Topics include qualitative and quantitative methods in education research, Asian- and Pacific-American research issues, grantsmanship, and the like. Applications are accepted from advanced doctoral students, postdoctorates, and researchers. The 1981 Summer Institute was held at the University of Hawaii, Hilo, and the Kamehameha School. Honolulu.

Title: Advanced Study and Research in Science Education for Women Faculty at Minority Institutions

Institution: Purdue University
Departments of Biological Sciences and Education
West Lafayette, Ind. 47909

Director: Jane Butler Kahle

Description: Addresses the many problems affecting scholarly research and publications of women faculty at minority institutions. Participants are drawn from colleges in the Alabama Center of Higher Education (ACHE), a consortium of minority institutions of higher education in the South. The project offers opportunities for dissemination and publication of research by women faculty on minority campuses and seminar presentations at national meetings. Seminar sessions included detailed information concerning publications and procedures for rigorous research. Editors of journals are used as part of the instructional staff of the summer institutes.

Title: Independent Educational Studies Project

Institution: Mary Ingraham Bunting Institute
Radcliffe College
10 Garden Street
Cambridge, Mass. 02138

Director: Mary B. Anderson

Description: Assists qualified faculty members from colleges and universities where teaching is the primary institutional mission, to engage in education research at Radcliffe College for 3 months during the summer. Scholars are selected from a national applicant pool by an interdisciplinary committee of education researchers, and must meet the following criteria: (a) the proposed

study must hold promise for making a significant contribution to educational research; (b) the methodological quality of the proposal must be high; (c) the applicant's potential must suggest his/her ability to undertake creative and continuing education research. Minorities and women who wish to undertake education research studies on issues pertaining to women apply as Research Associates. Women who seek to pursue education research on any topic apply as Institute Fellows.

Workshops

Title: Asian Pacific American Research Seminar

Institution: National Association for Asian
& Pacific American Education
1414 Walnut Street
Number Nine
Berkeley, Calif. 94709

Director: Kenyon Chan

Description: Seeks to identify a talent pool of researchers, to promote grantsmanship of graduate and postdoctoral students through a technical assistance program, to direct regional and national seminars, and to promote the publication of research pertinent to Asian- and Pacific-American education.

Title: Minority Research Proposal Development Workshop: A Model

Institution: Hampton Institute
Office of the Assistant Vice President for Academic Affairs
Hampton, Va. 23668

Director: Jo Ann Wright

Description: Uses an intensive residential workshop to train 16 postdoctoral professionals from minority institutions of higher education in the techniques for developing and marketing competitive research proposals. Each participant is expected to develop and refine a proposal and then submit it to a funding agency.

Title: Puerto Rican Research and Training Project

Institution: Hispanic Health Council
99 Main Street
Hartford, Conn. 06100

Director: Eugenio Caro

Description: Offers a 14-week, 3-hour seminar on action research methods for the Puerto Rican community. Approximately 12 Hispanic and other minority and women participants receive instruction in action research, research methodology, and project-implementation skills. They become involved in current research

projects of the Council focusing on health, hiring, and unemployment in the Puerto Rican community. Participants are drawn from Hartford school system personnel, community agency personnel, anthropology graduate students, and the health care professions.

Title: Research Development Workshops for Faculty Members from Predominantly Black Colleges

Institution: Howard University
Institute for Urban Affairs and Research
Mental Health Research and Development Center
2900 Van Ness Street, NW
Washington, D.C. 20008

Director: Lawrence E. Gary

Description: Provides workshops for faculty or professional staff from predominantly black colleges who hold a master's and/or doctoral degree. It trains participants in the procedures of research models and methodologies most appropriate to research in the black community. Two-week summer workshops offer courses in models and methods of social and behavioral science research, computer use in research, and grantsmanship. A follow-up program provides technical assistance throughout the year.

Title: Evaluation Training Opportunities in Minnesota Indian Bicultural Projects

Institution: Minnesota State Department of Education
Division of Special and Compensatory Education
Indian Education Section
550 Cedar Street
St. Paul, Minn. 55101

Director: M. K. Mueller

Description: Provides information on research and evaluation purposes and methods to approximately 25 Indian and female educators who are project directors, tribal education coordinators, and/or school district advocates. Four workshops each offer 24 hours of training.

Title: Seminar-Workshop on Writing for Funding and Publication

Institution: Ohio State University
College of Education
1945 North High Street
Columbus, Ohio 43210

Director: Robert J. Silverman

Description: Assists minority and women graduate-level faculty members in the process of grantsmanship, proposal development and review, and (journal) manuscript preparation and submission. The 5-day seminar-workshops are geared to participants who have previously written proposals and/or manuscripts for

publication which may not have been funded or accepted, who have a strong professional interest in developing the selected skills, and who have an interest in serving as mentors to graduate students in these areas.

Title: PROJECT GROWTH: Personal and Professional Experiences for Emerging Leaders in Educational Research

Institution: University of Alabama
Institute for Higher Education Research and Services (IHERS)
P.O. Box 6293
University, Ala. 35486

Directors: Thomas Diener, Otis Holloway Owens

Description: Addresses the need of minority and women scholars in education and the social sciences to strengthen their research skills. Twenty-seven scholars -- predoctoral, postdoctoral and/or special scholars -- can spend from 3 days to 1 year in residence at IHERS acquiring advanced research techniques and enhancing their leadership skills for academic settings. Seminars and workshops focus on special research and personal skills, establishing relationships with mentors, and conducting research.

Title: Institute for Advanced Research Training

Institution: Virginia Union University
1500 North Lombardy Street
Richmond, Va. 23220

Director: James B. Gunnell

Description: Addresses goals ranging from the creation of a general research awareness to the augmentation of the individual's knowledge of statistical research methods. Five workshops were held the second year of this 3-year project. The invitational workshops averaging 40 attendees each sought to encourage the faculty and staff of 50 black institutions in the Southeastern U.S. to develop their methodology skills.

Title: Introducing Minorities and Women Researchers to Educational Equity Issues

Institution: Wellesley College
Higher Education Resource Services
828 Washington Street
Wellesley, Mass. 02181

Director: Lilli Hornig

Description: Offers a series of interdisciplinary seminars in which senior and junior researchers examine factors related to differential outcomes of higher education for women and minority students. The seminars serve a dual purpose: (a) to introduce or reintroduce scholars to research on equity in undergraduate education, and (b) to develop and establish a new interdisciplinary field of research on the differential impact of higher education

environments. Fifteen junior researchers are chosen each year to participate in the series from a variety of disciplines and institutions. Participants develop their own full research proposals in the course of each seminar series.

Training Programs

Title: A Research Program to Expand Participation of Black Scholars with a Focus on Historically Black Institutions

Institution: Atlanta University
Institute of Educational Management
233 Chestnut Street
Atlanta, Ga. 30314

Director: Alfred F. Young

Description: Provides black scholars with an opportunity to participate in building a research agenda related to major issues confronting black communities in the 1980s. Professionals who have not been recently involved in funded research are given an opportunity to sharpen their research skills through R&D seminars in education and the social sciences. Participants are grouped into five teams each composed of three professors and one research assistant. They study topics related to minority gifted children, teaching reading in graduate schools, violence, aging, and success as they affect minority women, and so forth. Participants are expected to submit research proposals for funding before they complete the program.

Title: California State Department of Education Program for Minority and Women Employees

Institution: Bloomsbury West, Inc.
1111 Market Street
San Francisco, Calif. 94103

Director: Heidi C. Dulay

Description: Provides training in quantitative methods, research, and policy for California State Department of Education minority and women employees who are concerned with the education of ethnic/linguistic minority students.

Title: Training Urban Educators for Linking Agent Roles (TUELAR)

Institution: The EXCHANGE at the Teacher Center
Minneapolis Public Schools/University of Minnesota
166 Peik Hall
159 Pillsbury Drive, SE
Minneapolis, Minn. 55455

Director: Carol Johnson

Description: Increases urban school districts' utilization of education R&D. This goal is approached by training minorities and women from middle management in urban school districts to link their districts with existing R&D outcomes. Four to six candidates (who have a minimum of 3 years school district experience and at least 1 year in a management position) are selected from five Midwestern urban school districts for a three-week summer workshop, a three-day follow-up meeting, and a project conducted in the participants' home district. Participants also attended AERA or other dissemination and/or research related conferences.

Title: PROJECT IMPACT: Minority Participation in Educational R&D

Institution: Learning Research and Development Center (LRDC)
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pa. 15260

Directors: William Bickel, Lloyd Bond

Description: Works with University of Pittsburgh minority and women undergraduate and graduate students and community organizations currently studying school problems related to minority issues. There are two programs. The graduate research-assistant program is open to full-time graduate students enrolled in a doctoral program in education, the behavioral or social sciences, mathematics, computer science or related fields. Program activities include work in an LRDC research project with a faculty member as well as an education R&D seminar geared to a student's field of study. The community program is a research program jointly sponsored by LRDC and the Urban League of Pittsburgh and the National Urban League.

Title: Opportunities for Women and Minorities in Education R&D

Institution: Graduate School and University Center
City University of New York (CUNY)
33 West 42nd Street
New York, N.Y. 10036

Director: Deanna Chitayat

Description: Offers a 3-year training program in research and incentives for continuing research activities. Thirty-three junior faculty from the 20 units of City University are paired with senior faculty in a mentoring program designed for this project. Seminars are held every week for the first year of the project and include statistics and research methodology, urban education research issues, and proposal writing. During the second year, nominal stipends are awarded to the mentoring couple who has achieved the productivity criteria. During the third year, the faculty are encouraged to use their newly developed skills to submit proposals to funding agencies to further their research opportunities.

Title: Advanced and Specialized Study in Educational Research Techniques (ASSERT)

Institution: San Diego State University
School of Education
5300 Campanile Drive
San Diego, Calif. 92182

Directors: Ricardo Cornejo, Ana Maria Rodriguez

Description: Demonstrates ways in which institutions can assist faculty and school district personnel in gaining needed research skills so as to promote better collaboration among them. San Diego State University minority and women faculty are provided intensive training in research methodologies, while San Diego school district decision makers are provided specialized training in research, evaluation, and proposal writing. University faculty act as advisors, instructors, and collaborators with school district practitioners. These mentorship teams study issues effecting minorities and women in schools; write research reports, articles, position papers, occasional papers and conference presentations for dissemination to the research/education communities at large; and help in removing barriers to the participation of minorities and women.

Title: An Individually Guided Research Program for the Advancement of Women/Minority Persons in Educational Research

Institution: University of Georgia
College of Education
Educational Research Laboratory
Athens, Ga. 30602

Director: A. J. Stauffer

Description: Provides advice, guidance, and assistance to minority and women faculty members in the University System of Georgia as well as to a limited number of reentry doctoral students at the University of Georgia who have potential to advance in education research. The participants select their own objectives. Objectives may include to publish research articles, to make presentations at professional meetings, to write proposals and secure grants, to complete the doctoral dissertation, to achieve graduate faculty status, and to obtain promotions in rank. The participants are assisted by mentors and other professionals. Workshops on research-related topics are provided. The program is guided by a policy advisory board.

Title: Experimental Program for Opportunities in Advanced Study and Research in Education

Institution: University of Tennessee
Bureau of Educational Research and Service
College of Education
Knoxville, Tenn. 37916

Director: Trudy W. Banta

Description: Offers a 3-year training program of practical experience in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation to minorities and women who have completed 1 year of doctoral study and exhibit a high interest in research in education and social sciences. The project is structured around interdisciplinary teams consisting of faculty mentors, faculty associates, field associates, and graduate research associates. Participants become involved in professional internships and expand personal and professional networks.

National Information/Model Building Projects

Title: Increasing Hispanic Participation in Educational Research and Development

Institution: ASPIRA of America, Inc.
1625 "Eye" Street, NW
Suite 324-A
Washington, D.C. 20006

Director: Ray Valdivieso

Description: Offers three interrelated programs to develop Hispanic leadership and expertise in public policy. (a) The Hispanic Forum for Responsive Educational Policy involves persons on a national scale regarding Hispanic issues affecting education policy. Senior research fellows from across the country are commissioned to present manuscripts on various issues to members of the Congressional Hispanic Caucus, other congressional staffers, and individuals in key decision-making positions at a monthly conference, to which approximately 600 people are invited. The manuscripts are published in METAS, the ASPIRA scholarly journal, or the Cutting Edge, a newsletter. (b) The Research Assistantship Program provides an internship program for three to four Hispanic and other minority and women predoctoral students. They are placed in education settings that focus on Hispanic research in education where they can continue current research and write dissertations. This internship also provides assistance in preparing for positions in education R&D. (c) The Hispanic Research Consortium is a networking mechanism for Hispanic researchers and educational policymakers.

Title: Ethnoperspectives in Bilingual Education Research Project

Institution: Eastern Michigan University
106 Ford Hall
Ypsilanti, Mich. 48197

Director: Raymond V. Padilla

Description: Creates a framework through which minority researchers can contribute to both bilingual theory and practice through national research forums. The 1980-81 forums were devoted to "Bilingual Education Technology" and were held at the Hoyt Conference Center, Eastern Michigan University. Twenty-five participants presented research papers on (a) the state of knowledge in bilingual education technology and (b) empirical findings or analytical frameworks of an ethno-orientation toward this technology. All presented papers will be published and will be disseminated to bilingual education researchers and practitioners.

Title: Developing a Model for Increasing Minorities and Women in Education R&D Leadership and Management

Institution: Research for Better Schools, Inc. (RBS)
444 North Third Street
Philadelphia, Pa. 19123

Director: Joanne B. Stolte

Description: Develops a model to delineate the process by which an external agency (i.e., an educational laboratory or university) can work with one (or more) state education agency (SEA) to help increase the participation of minorities and women in R&D leadership and management. The model contains the practices and procedures proven most successful in RBS's work with the SEAs in Pennsylvania, New Jersey and Delaware. The three-pronged approach embraces the issues related to minorities and women by publishing articles in state newsletters; conducting seminars/workshops on R&D technical and management skills for minorities and women; and providing technical assistance on project-management skills for minorities and women requesting it.